





State Coordinator Meeting



March 8-10, 2023

Welcome and Introductions

As you enter the meeting...

In person:

- Greet one other state coordinator that you do NOT already know.
- Share your years' experience as a state coordinator and one interesting fact about the EHCY program in your state.

In Zoom: Post in the CHAT,

- Your name, state, and years' experience as a state coordinator.
- One interesting fact about the EHCY program in your state.
- A reaction (thumbs up, smile, text, etc.) to one other interesting post.



Housekeeping

Online participants, please

Keep your computer mic muted unless you are speaking to the group

In-person participants, please

• Step to the microphone to make comments and ask questions



Introductions: NCHE



Kim Anderson, Director, Policy and Partnerships kanderson@serve.org



Jacinda Goodwin
Program Specialist
jgoodwin@serve.org



Yatisha Blythe
Program Specialist
yqblythe@serve.org



Kenya Haynes
Program Specialist
khaynes@serve.org



Diana Bowman
Senior Program Specialist
dbowman@serve.org



Megan Johnson
Program Specialist
mjohnson@serve.org



Christina Endres
Program Specialist
cendres@serve.org



Jan Moore, Director, Technical Assistance jmoore@serve.org



Erin Goodman

Administrative Assistant

egoodman@serve.org



Suzanne Peck
Program Specialist
speck@serve.org



Transitions at NCHE

CONGRATULATIONS on your retirement! We will miss you!



Jan Moore, Director, **Technical Assistance**



George Hancock, **Executive Director**



Kim Anderson, **Executive Director**

















Primary Roles & Responsibilities of the State Coordinator

4a - Collaborate with Special **Education &** Early Child Intervention & Preschool **Programs**

1 - Publish program information & data related to **EHCY**

4d – Make available LEA liaison information

Technical Assistance & Training/PD

DATA

driven

decision

making

5a - Provide technical assistance to **LEAs**

6 - Provide PD to assist LEAs with identifying & serving students

7 - Response to questions from parents & guardians

> 3 - Collect & submit data for Federal reporting

2 – Complete Needs Assessment, develop and carry out the **State Plan** (part of ESSA Consolidate Plan)

Grant Management **Administration** & Reporting

Develop, Distribute & Manage **EHCY & ARP-HCY**

Subgrants & State Funds

> SC Duties Appendix B-1

Awareness & Collaboration

4b- Collaborate with state agencies & service providers

4c - Collaborate with emergency housing providers

4e -Collaborate with communitybased organizations & parent

5b – Conduct program groups monitoring of LEAs

> **Monitor Fiscal Oversight**

Monitoring & Program **Improvement**

Ensure that the State is following the law:

- Free Appropriate **Public Education** (FAPE)
- Remove barriers for full-participation
- Review & revise **Policies**
- Access to all eligible services

Meeting Focus Areas

- Day 1: Collaborations to improve program outcomes
- Day 2: Technical Assistance and Professional Development
- Day 3: Program Administration including addressing equity disparities



Agenda – Wednesday, March 8, 2023 Collaboration to improve program outcomes

- SC Coffee Chat (Regional Roundtable Discussions)
- General Session 1 Dispelling Disparities with Data
- NAEHCY Update
- General Session 2 USICH workshop
- Round Robin Table Session
- End of the Day Activity



Coffee Chat – Regional Roundtable Groups

West (Valor Room) - AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

Midwest (Victory Room) IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD,
WI

Northeast (Valor Room) CT, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT

Southwest (Capital View Room) AZ, BIE, NM, OK, TX

Southeast (Capital View Room) AL, AR, DC, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV



Coffee Chat - Regional Roundtable Discussions

- Introduce yourself and share how long you've been in the position
- Respond to the following questions:
 - What was your path to becoming a state coordinator?
 - What's your greatest accomplishment?
 - What's your greatest challenge?
 - What or who helped you handle that challenge?
 - What help, if any, do you still need?



Morning Break





General Session - Data





State Coordinator Data Responsibilities

May to July: LEAs submit data August: NCHE loads new products on Extranet

August to
September:
Identification
begins

November to December:
Submit data to ED*Facts* & CSPR

February to April: data quality review

Check data as it's coming in

Use to drive training & monitoring

Share data system & reporting updates & expectations

Review data before submitting, provide CSPR information

Review comments & draft responses, resubmit data



ARP-HCY Data and the CSPR

- All LEAs that received funding, including consortia members, must be listed and counted
 - LEAs that acted as the fiscal agent should have the funding amount listed
 - LEAs that were members of consortia but not fiscal agents should have a blank in the funding column
 - LEAs that only received one type of ARP-HCY funding should be assigned a \$0 for the funding they did not receive
- The list of LEAs provided must match the number of grantees indicated in questions 1.6.3 and 1.6.4



ARP-HCY and the CSPR

| ĺ | ∃ 5 × ♂ × ₹ Book1 - Excel | | | |
|----|----------------------------------|--|----------------------------|---------------------------------|
| F | ile Home Insert | Page Layout Formulas Data Review View Help | Q Tell me what you want to | o do |
| F1 | 4 • : × | ✓ f _x | | |
| 1 | A | В | С | D |
| 1 | NCES LEA ID | LEA Name | | ARP-Homeless II Award Amount |
| 2 | 123456789101 | Mary's School of Sneaky Mischief | \$10,000 | \$20,000 |
| 3 | 123456789102 | Sophie's School of Home Protection | \$10,000 | |
| 4 | 123456789103 | The Rexington Fashion Academy | \$0 | \$30,000 |
| 5 | | | | |



Identification Indicators

| Indicator | SY 2004-05 through SY 2019-20 | SY 2004-05 through SY 2020-21 |
|--|----------------------------------|----------------------------------|
| Average annual change | 5% | 4% |
| Average three-year change | 8.7% | 6.7% |
| Indicator | SY 2019-20 | SY 2020-21 |
| Percent of all students | 2.5% | 2.2% |
| Percent of free lunch qualified students | 5.8% | 5.7% |



Subgroups of Students

| | Percent of | Percent of | Percent of |
|----------------------------|------------|------------|------------|
| | homeless | homeless | homeless |
| | students | students | students |
| Subgroup | SY 2018-19 | SY 2019-20 | SY 2020-21 |
| Unaccompanied homeless | | | |
| youth | 9.1 | 8.8 | 8.7 |
| Migratory children/youth | 1.2 | 1.2 | 1.4 |
| English learners | 16.3 | 17.0 | 17.8 |
| Children with disabilities | | | |
| (IDEA) | 19.2 | 19.1 | 20.3 |

SOURCE: U.S. Department of Education, EDFacts file specification 118 (2020, 2021, 2022), SEA level.



Students Experiencing Homelessness

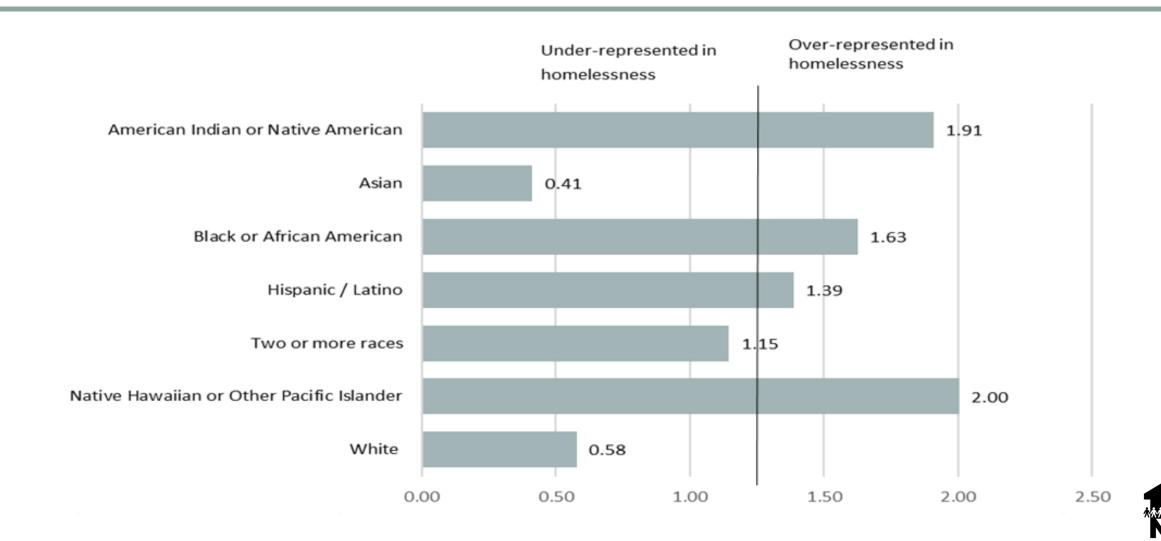


Table Discussions

- Using the LEA maps on the NCHE Extranet, consider disparities might exist related to identification and enrollment in your state
 - Which maps are you considering? Why?
 - What stands out to you?
 - Are the patterns you're seeing related to a data error or are they a function of program implementation?
 - What else do you want to know?
 - Who might you need to work with to address these issues? How might you use the maps to further your discussion?



Chronic Absenteeism

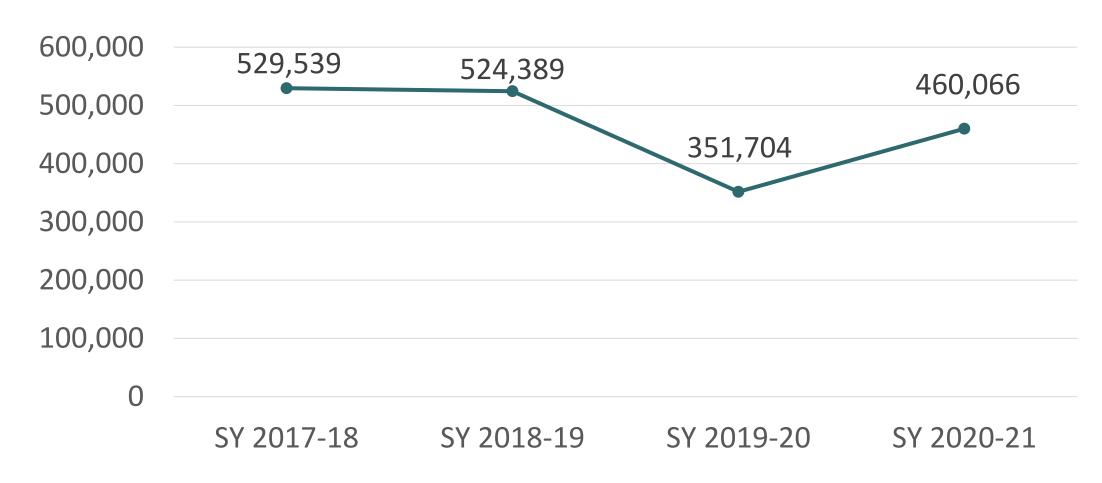




Table Discussions

- Using the LEA maps on the NCHE Extranet, consider disparities might exist related to chronic absenteeism in your state
 - Which maps are you considering? Why?
 - What stands out to you?
 - Are the patterns you're seeing related to a data error or are they a function of program implementation?
 - What else do you want to know?
 - Who might you need to work with to address these issues? How might you use the maps to further your discussion?



Resources

- Data Collection Briefs: https://nche.ed.gov/data-collection/
- National Summary Briefs: https://nche.ed.gov/data-and-stats/
- Consolidated State Performance Reports:
 https://eddataexpress.ed.gov/resources/reports-and-files/cspr-state-files

ED Data Express: https://eddataexpress.ed.gov/



Lunch with Old and New Friends





National Partner Update - NAEHCY



Cheryl Jensen cjensen@naehcy.org



Julie Ratekin jratekin@naehcy.org



U.S. Interagency Council on Homelessness

All In: The Federal Strategic Plan to Prevent and End Homelessness





What Is USICH?

The United States Interagency Council on Homelessness:

- Coordinates the federal response to homelessness
- Develops and implements the Federal Strategic Plan to Prevent and End Homelessness
- Creates partnerships between national, state, local, and private stakeholders; and helps them use resources efficiently
- The *only* federal agency with the sole mission of preventing and ending homelessness

Council members represent 19 federal agencies:









































How We Got Here...

- 80+ listening sessions
- 1,500 public comments, including 500 from people with lived experiences of homelessness
- Input from expert key informants who reviewed with a lens for: racial equity, lived experience, tribal, and LGBTQI+
- Nearly 2,000 comments from our 19 member agencies



What We Heard: Biggest Challenges

| Lack of Housing Supply | Severe shortage of safe, affordable, and accessible housing NIMBY movement Impact of climate change |
|--|--|
| Rising Rent Amid Slow Income Growth | Slow wage growth for lowest-paid workers 70% of lowest-wage households spend more than ½ income on rent Disproportionate impact of housing unaffordability Non-employment income cannot keep up with rental costs |
| Inadequate Access to Supports | Limited availability of culturally appropriate, accessible supportive services Fragmented systems Disproportionate outcomes for people of color and other historically marginalized groups |
| Unsheltered Homelessness Rising | Limited alternatives to unsheltered homelessness Shelters at capacity, or high-barrier and not culturally appropriate |
| Criminalization of Homelessness | Harmful public narratives "Out of sight, out of mind" policies ineffective & create more trauma |
| Fatigue and Trauma Among Providers | Strained capacityHigh-turnover |



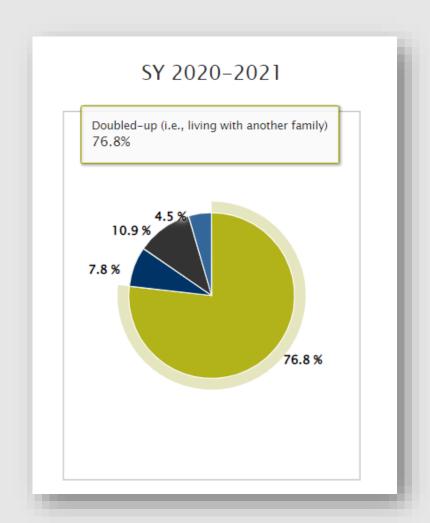
What We Heard: Greatest Opportunities

| Unprecedented Investments | American Rescue Plan CARES Act FY2023 President's Budget Request | |
|------------------------------|---|--|
| Demonstrated Commitment | Housing Supply Action Plan National Mental Health Strategy National Drug Control Strategy Executive Orders | |
| Lessons Learned | Non-Congregate Shelter Emergency Rental Assistance Eviction Moratoriums Direct Cash Transfers | |
| Focus on Racial Equity | Biden-Harris Administration Equity-Focused Executive Orders Opportunity for greater accountability & more equitable outcomes | |
| Unwavering Dedication | Passionate and compassionate providers Continued perseverance | |

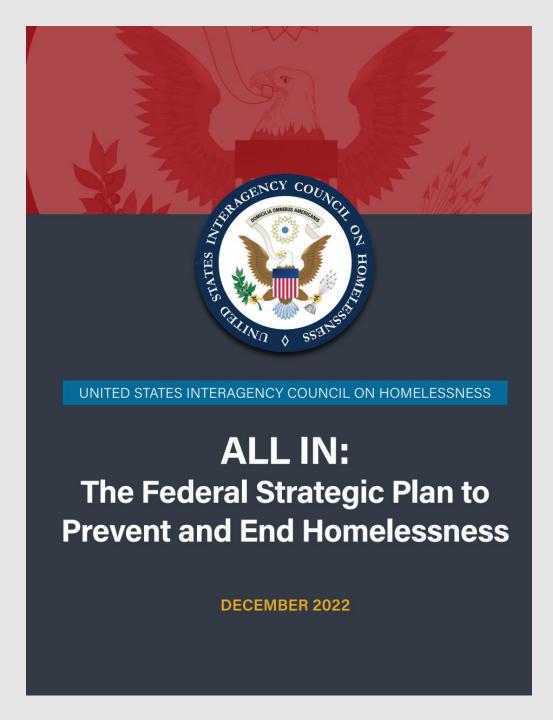


Importance of Education in Disrupting Homelessness

Percentage of homeless children/youth enrolled in public schools by type of primary nighttime residence









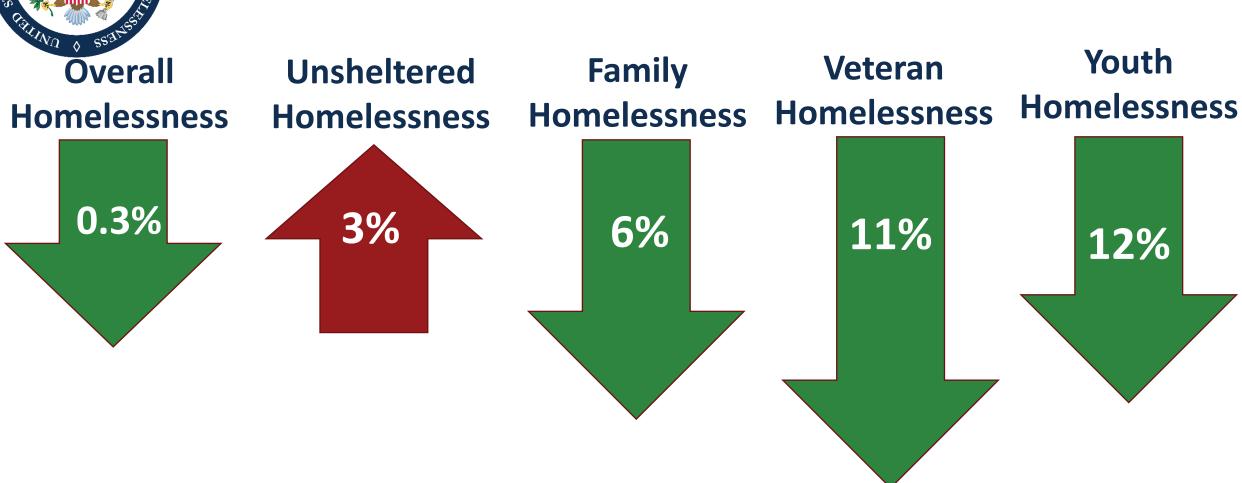
All In: Vision For the Future

This plan is built upon our vision of a nation in which **no one** experiences the tragedy and indignity of homelessness, and **everyone** has a safe, stable, accessible, and affordable home.

GOAL: Reduce homelessness 25% by 2025



Point-in-Time Counts, 2020–2022



Source: The 2022 Annual Homeless Assessment Report (AHAR) to Congress



Key Populations and Geographic Areas

This plan recognizes that the needs of people experiencing homelessness vary based on factors like age, location, disability, race and ethnicity; and it acknowledges that tailored guidance will be needed for key populations and geographic areas. For the purposes of this plan, this includes:

Racial/Ethnic Groups ("People of Color")

- American Indians and Alaska Natives
- Asian/Asian Americans
- Black/African Americans
- Hispanics/Latinos
- Multiracial people
- Native Hawaiians and Pacific Islanders

Marginalized Groups

- Child welfare-involved families and youth
- Immigrants, refugees, and asylees
- LGBTQI+ people
- People with chronic health conditions and cooccurring disorders
- People with current or past criminal justice system involvement
- People with disabilities
- People with HIV
- People with mental health conditions
- People with substance use disorders
- Pregnant and parenting youth
- Survivors of domestic violence, stalking, sexual assault, and human trafficking

Subpopulations

- Children (younger than 12)
- Youth (age 12-17)
- Young adults (age 18-25)
- Families with minor children
- Older adults (age 55 and older)
- Single adults (age 25 to 55)
- Veterans

Geographic Areas

- Remote
- Rural
- Suburban
- Territory
- Tribal land/Reservation
- Urban







Foundation Pillars

| Lead With Equity | Use Data and Evidence | Collaborate at All Levels |
|-----------------------------------|--------------------------------------|----------------------------------|
| Pursue equitable outcomes | Increase federal government capacity | Promote collaborative leadership |
| Promote inclusive decision-making | Increase local and state capacity | Improve information sharing |
| Authentic collaboration | Create opportunity for innovation | |
| Increase access to AI/AN | Build research and evidence base | |
| Change policies and practices | | |



Solutions Pillars

| Scale Up Housing and Supports | Improved Homelessness Response | Prevent Homelessness |
|---|---|--|
| Maximize federal housing assistance | Government wide effort on unsheltered homelessness | Increase access to employment, education, mainstream opportunity |
| Increase supply of affordable housing | Improve coordinated entry | Reduce housing instability for those existing institutions |
| Increase supply of PSH | Increase availability of low-barrier shelter | Reduce housing instability for older adults and people with disabilities |
| Improve effectiveness of RRH | Improve coordination with public health and disaster management | Reduce housing instability for transitioning service members |
| Support enforcement of Fair Housing | Expand use of housing problem-solving | Reduce housing instability for AI/AN |
| Better serve needs of people with disabilities | Remove/reduce programmatic barriers | Reduce housing instability for youth and young adults |
| Expand availability of voluntary and trauma-informed supports | | Reduce housing instability for survivors |



Education Specific Activities

| Pillar | Strategy | Strategies | Action |
|-------------------------|--|---|---|
| | Reduce housing instability for households most at risk of experiencing homelessness by increasing availability of and access to meaningful and sustainable employment, education, and other mainstream services, opportunities, and resources. | experiencing homelessness by | Share examples and best practices on strategies and resources that promote the long-term stability of people who have entered permanent housing, including employment supports, energy burden assistance, case management and peer support, emergency financial assistance, transportation, legal services, early care and education, connection to programs, and other necessary services and supports. |
| Prevent Homelessness | Reduce housing instability for households most at risk of experiencing homelessness by increasing availability of and access to meaningful and sustainable employment, education, and other mainstream services, opportunities, and resources. | | Strengthen coordination between early childhood, education, housing, health care and public health, aging and disability network organizations, employment and vocational rehabilitation, and homeless services providers as part of a whole-family approach to improve both child and family outcomes through meaningful connections to community-based programs and resources that target and prioritize the assessed needs of the entire household, including infants and young children, for sustained housing stability and economic mobility. |
| | Reduce housing instability for veterans and service members transitioning from military to civilian life. | Reduce housing instability for veterans and service members transitioning from military to civilian life. | Broaden community outreach and marketing of VA's resources to promote health, volunteerism and national service, wellness, education, employment, economic mobility, and legal assistance. |
| | Reduce housing instability among youth and young adults. | Reduce housing instability among youth and young adults. | Provide targeted technical assistance to communities to strengthen partnerships and collaboration for the prevention of youth homelessness with entities including schools and local educational agencies, child welfare, and other local systems of care that have regular and direct contact with this population to promote more collaborative relationships, seek to strengthen familial ties and support networks for youth, and allow for earlier identification of young people at increased risk of experiencing a housing crisis. |



Education Specific Activities

| Pillar | Strategy | Strategies | Action |
|--|---|------------------------------------|---|
| Use Data and Evidence to Make Decisions | Strengthen the federal government's capacity to use data and evidence to inform federal policy and funding. | TOVERNMENT C CONSCITU TO LICE MOTO | Collaborate to strengthen existing and identify new ways to formally share and use data across all partner agencies, particularly HUD, DOJ, SSA, DOL, Education, HHS, USDA and VA |



How USICH Will Implement All In

- Develop **implementation plans** with specific actions, milestones, and metrics
- Partner with and solicit feedback from people who have experienced homelessness and other stakeholders
- Publish annual performance management plan
- **Update plan annually** to reflect evolving metrics, input, and lessons



How USICH Will Measure Progress

- ➤ Overall size of homeless population
- ➤ People (including subpopulations) experiencing **sheltered** and **unsheltered** homelessness
- **Racial disparities** in homelessness
- > Children and youth experiencing homelessness during school year
- **Length of time** of homeless
- **Returns to homelessness** within 6 to 12 months and within 2 years
- > People who become **homeless for the first time**
- ➤ Placement in and retention of **housing from street outreach**



How All In Can Be Used Locally

- Develop local and systems-level plans
- Set **state and local goals** to reduce homelessness by 2025
- Educate partners on the causes of homelessness, challenges, and opportunities
- Hold the federal government accountable
- Learn about federal programs, existing federal actions, and new federal strategies

Visit usich.gov/fsp





Stay Connected With USICH

→ Subscribe to our <u>newsletter</u>

→ Follow us



→ Reach out to a <u>Senior Regional Advisor</u>



Brainstorming Exercise in Jamboard

 Are there certain aspects of the plan that speak to you and reflect what is going on in your community?

- How do you and your peers anticipate playing a role in our strategies working to prevent homelessness?
- What promising practices have you seen with identification and early intervention?
- What tips or tools would help you as you think about using the federal strategic plan as a guide for state and local action?

https://tinyurl.com/NCHE2023 or



Afternoon Break





Round Robin Tables

- 1. Special Education, Jen Withers (ND) and Michelle Woodcock (ND)
- 2. Before- and after-school programs, Ruth Uhey (DE) and Teresita Cuevas (DE)
- 3. Title IV, Eric McGhee (GA) and Ashley Walther (SEI, Title IV TA Center)
- 4. Migrant Education, Paula Gumina (CO) and Pat Meyertholen (OME)
- 5. Title III, Dana Malone (NM) and Sophie Hart (ED)

Groups 1-3 in Capital View
Group 4 in Valor
Group 5 in Victory



End of the Day Activity - Jamboard

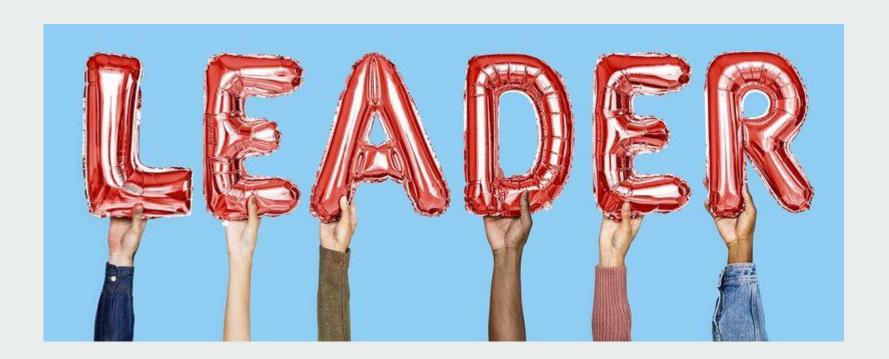




Enjoy your evening







Day 2



Technical Assistance and Professional Development

Primary Roles & Responsibilities of the State Coordinator

4a - Collaborate with Special **Education &** Early Child Intervention & Preschool **Programs**

1 - Publish program information & data related to **EHCY**

4d – Make available LEA liaison information

Technical Assistance & Training/PD

DATA

driven

decision

making

5a - Provide technical assistance to **LEAs**

6 - Provide PD to assist LEAs with identifying & serving students

7 - Response to questions from parents & guardians

> 3 - Collect & submit data for Federal reporting

2 – Complete Needs Assessment, develop and carry out the **State Plan** (part of ESSA Consolidate Plan)

Grant Management **Administration** & Reporting

Develop, Distribute & Manage **EHCY & ARP-HCY**

Subgrants & State Funds

> SC Duties Appendix B-1

Awareness & Collaboration

4b- Collaborate with state agencies & service providers

4c - Collaborate with emergency housing providers

4e -Collaborate with communitybased organizations & parent

5b – Conduct program groups monitoring of LEAs

> **Monitor Fiscal Oversight**

Monitoring & Program **Improvement**

Ensure that the State is following the law:

- Free Appropriate **Public Education** (FAPE)
- Remove barriers for full-participation
- Review & revise **Policies**
- Access to all eligible services

Agenda – Thursday, March 9, 2023 TA and Professional Development

- General Session ARP-HCY Wraparound Services
- Youth Panel
- Lunch (optional session with Diane Nilan from HearUs)
- National Partner Update SchoolHouse Connection
- U.S. Department of Education ARP-HCY Data Update
- Breakout Sessions
- 1. Determining the Effectiveness of LEA PD
- 2. ARP-HCY Sustainability 101
- End of Day Jamboards Equipping LEAs and liaisons



Innovative Work Around Wraparound Services





NCHE Resources





Providing Wraparound Services Under the American Rescue Plan Homeles Children and Youth Program

 his NCHE brief
 provides an overview of the requirements to provide wraparound service experiencing homelessness in the American Rescue Plan Homeless Childr program;

 discusses the ways that ARP-HCY funds have expanded the services that state educational agencies (SEAs) and local educational agencies ((EAs) are able to provide to children and youth experiencing homelessness;
 describes the opportunities and challenges for SEAs and LEAs in partnering with community-based consumptions (FIGOs) and consulting expressions and explained for for highly and youth experiencing.

 lists strategies to build SEA and LEA Education for Homeless Children and Youth (EHCY) program capacity to provide evaporous dervices; and
 spotlights examples of SEA initiatives to provide wraparound services for children and youth

ARP-HCY and Wraparound Services

he March 11, 2021, President Bilden signed into law the American Recure Plan Act of 2021 (ARP) (right 31), Sec. 2021) which included as 5800 million reservation within the Elementary and Secondary School mergency Relief (15581) fund to address the specific and urgent needs of children and youth experiencing highly and proper special control of the special special special special special special highler and youth experiencing homelessures and realising them to attend school and participate fully in chool activities, the law specifically mentions providing children and youth experiencing homelessness with responsed services. These services include those that address the academic, social encodinost, and mental the special properties of the special spe

The U.S. Department of Education (ED) availed these hands to SEAs in two disbursements: APP Promiseirs (allocated in April 1902.) and APP Homels I fallocated in April 1907. 2012. The Other APP Homelses I and APP Homelses II flunds, states were required to allocate not less than 2756 of the funding to LEAs via subgrants. ACRA were allowed to utilize up to 2756 of the funding from each installment for state-level activities to support training. Exchinical assistance, capacity-building, and engagement at the state and LEA levels. The availability of APR-HCT radie enfor 2025.

Visit States of the April Market States of the April April Market States of the April Market States of the April Market Market States of the April Market Ma

- Providing Wraparound Services Under the ARP-HCY Program
 - https://nche.ed.gov/wpcontent/uploads/2022/09/Wraparound-Services-Final.pdf
- Best Practices in Interagency Collaboration Brief: When Working Together Works
 - https://nche.ed.gov/wpcontent/uploads/2019/01/Working-Together.pdf





BEST PRACTICES IN INTERAGENCY COLLABORATION BRIEF SERIES
When Working Tougsther Works:

Introduction

- assist SEA and LEA Education for Homeless Children and Youths (EHCY) program administrators understand the requirements in the McKinney-Vento Act related to collaboration, consider recommendations provided in
- learn practical strategies to make collabora effective; and
- provide some basic tips drawn from EHCY State Coordinators and local liaisons along with links t

Because the needs of homeless children and youths are so extensive and varied, State obscational agencies (SEAs) and local obscational agencies (LEAs) and between part of a system local obscational agencies (LEAs) must become part of a system can receive the support they need to attain in adoutation. The McKinney-Verto Act? the Februal work that guarantees risk as services for homeless children and youths, includes SEA and LEA requirement for interagency cultiboration.

1 Links to all resources and references are included in resources section at the end of the document.
2 The term "McKinney-Vento Act" is used in this publication to refer to the education subtitle (Subtitle VII-B) of the McKinney-Vento Homeless Assistance Act, which was reas-

MCKINNEY-VENTO DEFINITION OF H 42 U.S.C. § 11434a(2)

d The term "homeless children and youth"—
A. means individuals who lack a fixed, regul
adequate nighttime residence...; and

I children and youths who are sharing the bousing of other persons due to loss of housing, economic hardship, or a similar reason, are living in motels, botels, trailer parks, or camping grounds du to the lack of alternative adequate accommodation are living in emergency or transitional shelters, are

cement:
ii. children and youths who have a primary
httime residence that is a public or private place
designed for or ordinarily used as a regular
pring accommodation for human beings...
iii. children and youths who are living in
parks, public spaces, abandoned buildings,

ings, and iv. migratory children who qualify as homeles the purposes of this subtitle because the children living in circumstances described in clauses (i) ough (iii).





- National Center for Homeless Education
- March 9th, 2023
- · Christa Rowland
- Western Regional Deputy Director
- Coalition for Community Schools at Institute for Educational Leadership

Who are we? Coalition for Community Schools



Innovation. Equity. Leadership. is the "lead partner" who staffs and facilitates

an alliance of local, state, and national organizations who work towards a <u>shared vision</u> of:

"Schools as centers for creating flourishing communities where everyone belongs, works together, and thrives."



Community Schools are a Movement









Dispelling Community School Myths

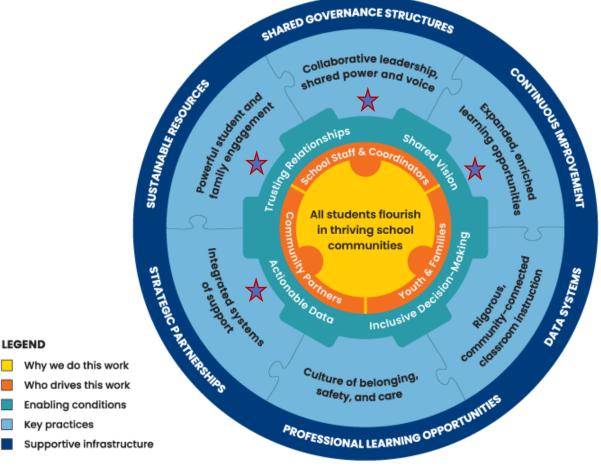
- 1. Is a Community School a program, a strategy, or something else?
- 2. Are Community Schools only focused on wraparound services?
- 3. Is a Community School Coordinator an implementer of programs or an organizer of people and systems?
- 4. Do Community Schools serve specific populations of students, or do they serve all students?
- 5. Is one partner (e.g. School District, or a United Way, etc.) solely responsible for implementation and funding?





COMMUNITY SCHOOLS FORWARD

Essentials for Community School Transformation



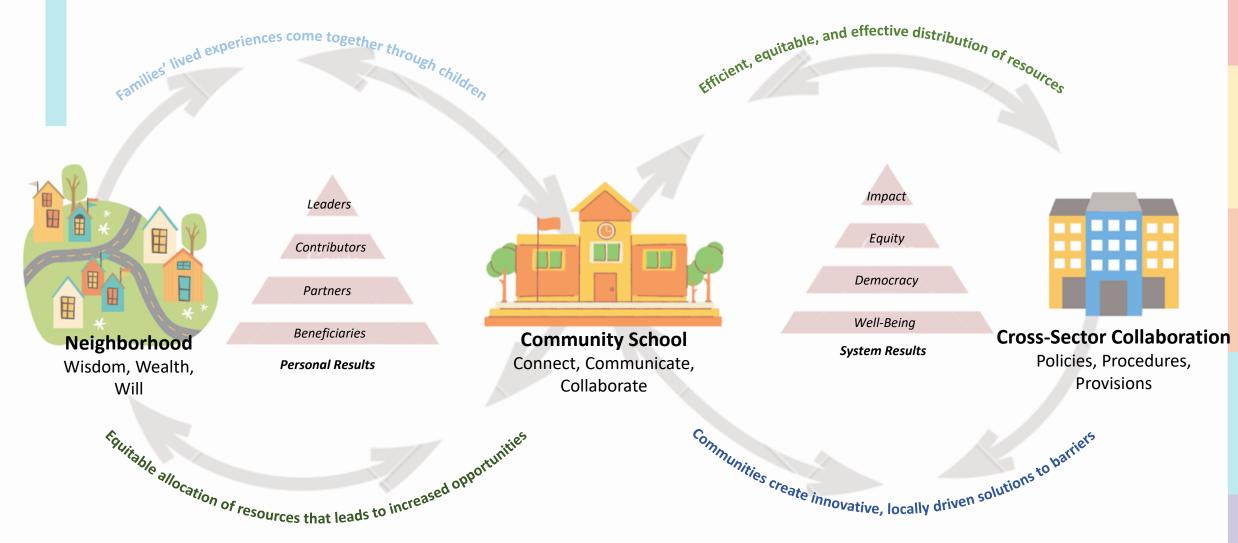






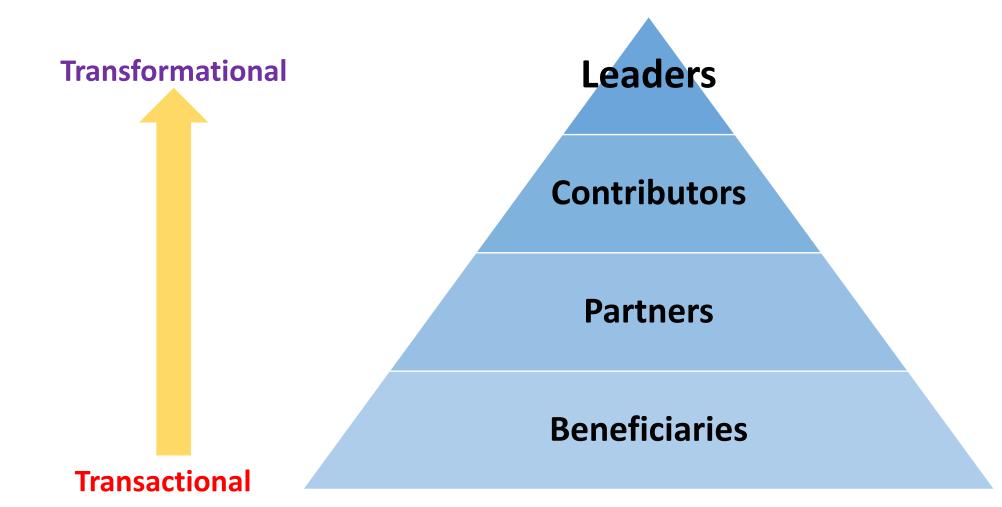


Getting Grounded in the Purpose of a Community School





Moving from Poverty to Prosperity





Results we've seen in Community Schools

- Possible short-term outcomes:
 - Increased family engagement
 - Increased student engagement
 - Increased attendance/decrease in chronic absenteeism
 - Decrease in discipline referrals
 - Increase in learning time through OST programming
- Possible long-term outcomes:
 - Stability in staffing
 - Increased enrollment
 - Academic growth
 - Positive changes in school culture and climate (for students, families, educators)



Resources

- Essential Resources from Community Schools Forward
- National Community Schools and Family Engagement Conference June 7-9 in Philly
- Coalition for Community Schools Networks
- National Center for Community Schools tools



Funding to Support Community Schools

- School District Funding
- State Funding
- Federal Funding (Title I, Title IV etc.)
 - Full-service Community Schools
 - 21st Century Community Learning Centers
 - Promise Neighborhoods
- Corporations
- CARES, ARPA, CRRSA
 - ESSER Funding (LEA, SEA)
- Foundations (community & national)
- local, state, and federal grants
- Other

Coalition for Community Schools/IEL



Christa Rowland

Western Regional Deputy Director Coalition for Community Schools at the Institute for Educational Leadership

rowlandc@iel.org



The Teen Center Project - Utah

POSITIVE OUTCOMES

TEEN CENTER SERVICES MIGHT INCLUDE:

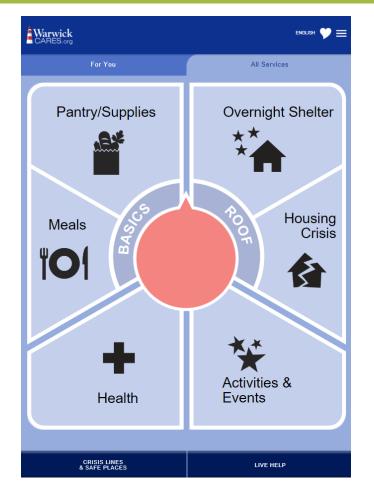
- A food pantry
- Laundry facilities
- Showers & toiletry kits
- A family advocate worker
- Connections to other community resources
- Space for student-regulation of mental health needs



Warwick Cares - Rhode Island

https://cranstononline.com/stories/showing-that-warwick-cares,190725

Showing that 'Warwick Cares' New school app matches community resources with those in need INFORMATION AT YOUR FINGERTIPS: Dr. Anne Siesel demonstrates the Warwick Cares app that rapidly provides local information and maps when looking for community resources. (Warwick Beacon photo)

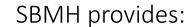




School Based Mental Health Collaboration - Alabama



The goal is to ensure that children and adolescents, both general and special education, enrolled in local school systems have access to high-quality mental health prevention, early intervention, and treatment services



- High-quality services that build on existing school programs, services, and strategies;
- A continuum of care in a school setting -mental health education and promotion through intensive intervention;
- Authentic parent/family engagement;
- Meaningful children and youth involvement;
- Culturally and linguistically competent service provision; and
- Data-driven planning, evaluation, and quality improvement.

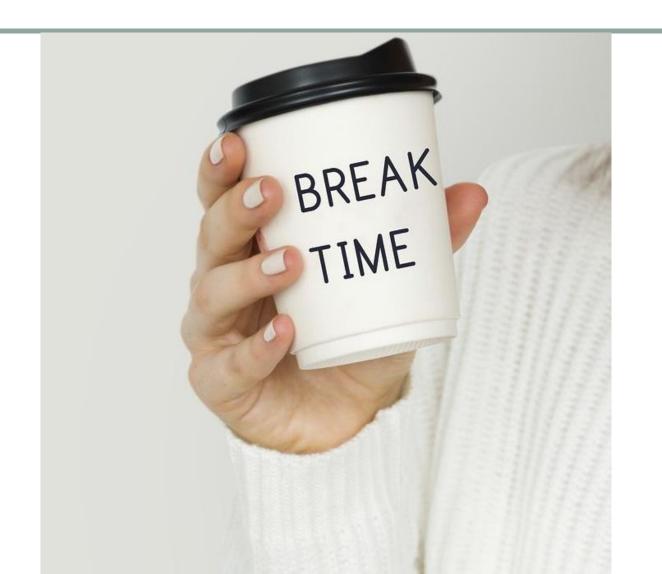




Questions?



Morning Break





Youth Panel

Thank you for joining us!



Lunch with New and Old Friends



PLUS

Optional session with Diane Nilan from HEAR US

12:15-1:00







SchoolHouse Connection Updates

State Coordinators Annual Meeting

Thursday, March 9, 2023



About SchoolHouse Connection

SchoolHouse Connection works to overcome homelessness through education.

We provide strategic advocacy and practical assistance in partnership with schools, early childhood programs, institutions of higher education, service providers, families, and youth.

WEBSITE:

schoolhouseconnection.org

NEWSLETTER:

schoolhouseconnection.org/sign-up

- Federal and state policy advocacy
- Q&A from our inbox
- Webinars and implementation tools
- Youth leadership and scholarships

New Initiative!

- 2020-2021 data searchable by state, county, LEA, and Congressional district
- State data includes ARP-HCY data provided by state coordinators, as well as FAFSA data and Head Start data
- Useful for looking at underidentification, disparate impacts, and advocacy
- Updates planned for Fall 2023 with trend data and other elements

Overview National State Congressional, County, & School District



Child and Youth Homelessness in the United States: Data Profiles

Two New K12 Data Briefs

- Seen and Served: How Dedicated
 Federal Funding Supports the
 Identification of Students Experiencing
 Homelessness
- The Education of Children and Youth
 Experiencing Homelessness: Current
 Trends, Challenges, and Needs





K-12 Practice

Practice Resources

- <u>Immigration Q&A</u>
- New upcoming resource: "Flexing the Flexibility of ARP-HCY"

Learning Modules

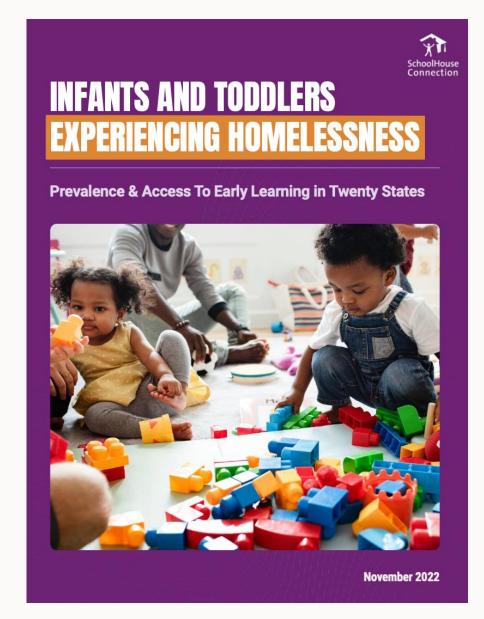
- Targeted training for specific staff groups
- Coming Soon!





Early Childhood: Infants & Toddlers

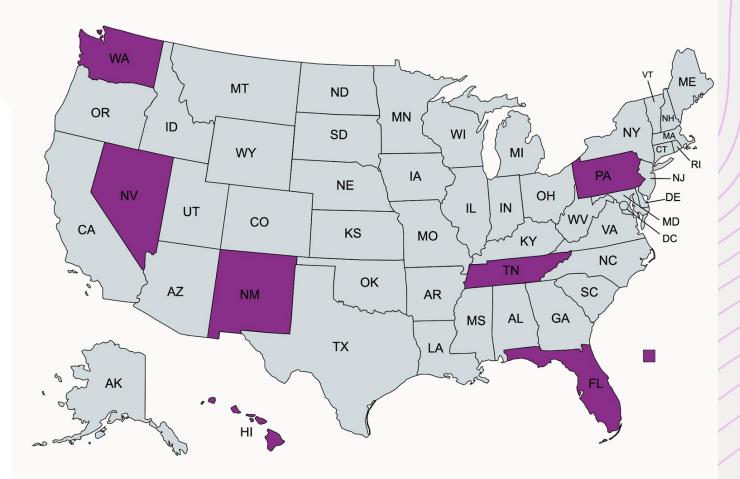
- Increasing enrollment of infants and toddlers across 20 states through data dashboards and practical assistance
- Report: Infants and Toddlers
 Experiencing Homelessness:
 Prevalence & Access to Early
 Learning in Twenty States



Early Childhood: Head Start/Early Head Start

Increasing Identification and Enrollment in Head Start/Early Head Start

 Piloting a referral app in 7 states to assist K12 liaisons with identifying and referring younger siblings

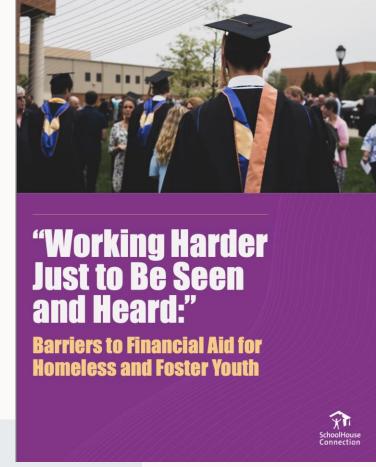


Higher Education

- FAFSA Simplification Act
- Updated FAFSA Resources
- Analysis of State FAFSA Data for Homeless and FAFSA Youth:

"Working Harder Just to Be Seen and Heard"

NEW: <u>Higher Education</u>
 <u>Homeless Liaison Learning</u>
 Network





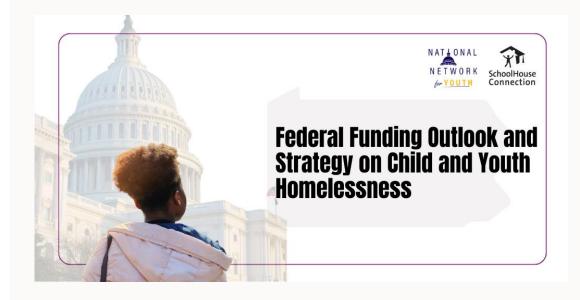
81

State Policy Advocacy

- In 2022, SHC helped pass bills in <u>Alabama</u>, California, <u>Florida</u>, and <u>Virginia</u>
- In 2023, we are engaged in state policy reform in PA, MI, NY, AR, HI, KS, OR, WI, ND, and
 NH
- The advocacy generally falls within the following buckets:
 - Laws allowing unaccompanied homeless minors to consent for housing and shelter services
 - Laws empowering unaccompanied minors to consent for routine medical care
 - Laws that mitigate the effects of mobility to help students experiencing homelessness graduate from high school
 - Laws supporting students experiencing homelessness in higher education
- You can find more on our state policy work <u>here</u>.

Federal Policy Advocacy

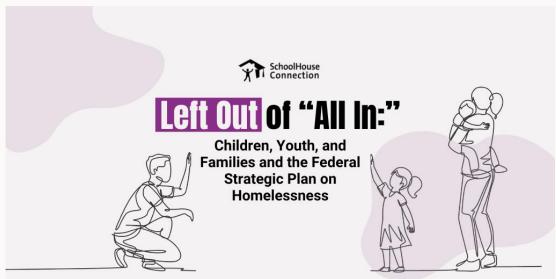
- Focus on FY2024 budget: EHCY funding, helping schools and providers use the earmark process to sustain ARP-HCY funding
- Higher education bills for homeless and foster youth
- Ensuring homelessness is addressed in any child care and other early childhood legislation
- Partnering with civil rights, disability, and immigration advocates



Two New Federal Policy Analyses

- The Pitfalls of HUD's Point-in-Time
 Count for Children, Youth, and Families
- Left Out of "All In:" Children, Youth, and
 Families and the Federal Strategic
 Plan on Homelessness





Youth Leadership & Scholarship

- Orlando and DC trips
- Third trip added
- Launched "Youth Policy Corp" to support youth engagement in advocacy.



Questions & Discussion

RESOURCES



Sign up for our Mailing List!

Get on the list for important legislative updates, useful resources, webinar announcements, and news related to homelessness and education.

US Dept of Education – Education of Homeless Children & Youths (EHCY) Program Team



Office of School Support & Accountability

https://oese.ed.gov/offices/office-of-formula-grants/schoolsupport-and-accountability/education-for-homeless-childrenand-youths-grants-for-state-and-local-activities/



Deborah Spitz
Group Leader
Teachers, Leaders, & Special Populations



John McLaughlin
Team Lead, EHCY & ARP-HCY



Bryan Thurmond
Program Officer, EHCY & ARP-HCY



Heather DennyProgram Officer



Sophie Hart Program Officer



U.S. DEPARTMENT OF EDUCATION UPDATES 2023 ANNUAL NATIONAL MEETING

March 9, 2023 DoubleTree Hotel, Arlington, VA



OUR GOALS AND THEMES FOR THE YEAR

- Focusing on full implementation of ARP-HCY
 - Increasing identification of historically underserved HCYs (i.e., our approach to equity)
 - Connecting HCYs to support services including wrap-around services and collaborating with CBOs and other agencies to provide them
 - Conducting national studies of ARP-HCY implementation
 - For both ARP-HCY and EHCY—expeditiously spending the funds to support homeless children and youth
- Supporting the implementation of the Federal Strategic Plan to Prevent and End Homelessness' pillars on equity, prevention, data and interagency collaboration
 - Join your FRICH meetings when possible: new "quarterly" ED updates deck available
- Bringing in Federal Policy Fellows for one year to focus on "cross-systems youth" including those involved in juvenile justice and/or child welfare systems and experiencing homelessness, to enhance intra- and interagency collaborations

U.S. DEPARTMENT OF EDUCATION "RAISING THE BAR" GOALS

BOLDLY IMPROVE LEARNING CONDITIONS

- >>> Eliminate the educator shortage for every school
- Invest in every student's mental health & well-being

ACHIEVE ACADEMIC EXCELLENCE

- >> Accelerate learning for every student
- >> Deliver a comprehensive and rigorous education for every student

CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

- >> Ensure every student has a pathway to college & a career
- >> Provide every student with a pathway to multilingualism

THE U.S. DEPARTMENT OF EDUCATION EQUITY ACTION PLAN (2022)

To deal with both ongoing recovery efforts from the pandemic and begin to remedy long-standing disparities that underserved students and communities face in achieving equal education opportunities, the Department is announcing a series of plans to incorporate equity throughout its operations and mission to meet the needs of every learner. These additional efforts by the Department include:

- Prioritizing college access and college completion
- Ensuring equitable impact of American Rescue Plan (ARP) funding for K-12 students
- Investing in resources to help advance civil rights
- Advancing equity in contracting and procurement
- Advance equity in grant process strategies
- The detailed action plan can be found <u>here</u>.

EHCY/ARP-HCY IMPLEMENTATION: DATA AND MONITORING

- It is **data quality review** season for SY 21-22. Important for national reports and measures to have complete, accurate data; please read and coordinate responses to feedback being sent out this week for 3/29 resubmission
- **SY 22-23**: Preparing for **new data collection** of
 - LEA Title I-A homeless set-asides (FS 193) and
 - Unduplicated chronic absenteeism counts (FS 195) at the LEA and SEA levels
- CSPRs are posted on <u>ED Data Express Resources</u>: SY 16-17 through SY 20-21 Subgroup achievement gaps displayed in tables on reading, math and science achievement by grade level and ACGR
- FY 23 and 24 Monitoring: 3 States starting soon MN, AR and MI; 2023 risk assessment underway; plan to select 5-6 States for FY 24 by July

EHCY/ARP-HCY IMPLEMENTATION: TA PRODUCTS COMING SOON FROM NCHE

Forthcoming publications:

- Report on Serving Students Experiencing Homelessness from Historically Underserved Populations
- Spotlights on rural and tribal LEAs using ARP-HCY to increase identification and services and one on serving HCY's who are LGBTQ+ through ARP-HCY
- Podcasts (and ad hoc workgroup) on serving HCYs in historically underserved communities
- Reports on systems navigators and an annotated homeless education research summary

Other McKinney-Vento products include the following topics:

- School Social Workers Serving Students Experiencing Homelessness
- Three pre-recorded webinars:
 - Using the Title I, Part A district-level set-aside to support students experiencing homelessness
 - McKinney-Vento 101 updated overview
 - Providing transportation as required by the McKinney-Vento Act

NEW COLLABORATION OPPORTUNITY: JOB CORPS AND EHCY

- The Employment Training Agency at DOL wants to pilot a collaboration in a few States between McKinney-Vento local liaisons and local Job Corps programs
 - DOL has regional offices and local projects, not State Coordinators
 - Eligibility criteria and priorities can vary but they would like to recruit HCY's and UHY's enrolled in school or recently dropped out who are likely to attend and complete the program
 - LEA liaisons, Job Corps offices and other CBOs and agencies can collaborate to recruit and refer these youth, support their successful exit and return from the program (based on employment or education and housing goals)
 - NCHE will develop a webinar that explains Job Corps to homeless educators and provides an overview of other DOL youth programming prioritizing youth experiencing homelessness
 - The National Youth Employment Coalition is collaborating with ED, DOL and NCHE. They would like input from State coordinators on Job Corps coordination

EHCY/ARP-HCY IMPLEMENTATION: ARP-HCY NATIONAL STUDIES

- ARP-HCY National Studies in 2023-24
 - Building on NCHE survey in December 2022 recognizing most SEAs didn't expand staff and there were delays in awarding ARP Homeless I and II and some LEAs opting out of ARP H2
 - Survey of State Coordinators and ARP-HCY contacts hopefully by June (public comment closed on 3/3)
 - Survey of a State-representative sample of ARP Homeless I and II subgrantee LEAs (by May)
 - Analysis of ARP-HCY subgrantee LEAs increasing HCY identification and improvement in other outcomes such as ACGR, state assessment performance and reducing chronic absenteeism
 - Qualitative case studies of SEAs/LEAs on connecting HCY's to wrap-around services and collaborating with other programs, agencies and CBOs.
- Collaboration with General Services Administration (GSA) to study LEA participation in ARP Homeless I and EHCY; call for States to volunteer in process study to increase LEA applicants and recipients of EHCY funding

State and Local Implementation Studies of the American Rescue Plan – Homeless Children and Youth (ARP-HCY)

2M Research

Project Director: Dr. Emily Brimsek

ebrimsek@2mresearch.com

Project Goals and Points of Contact

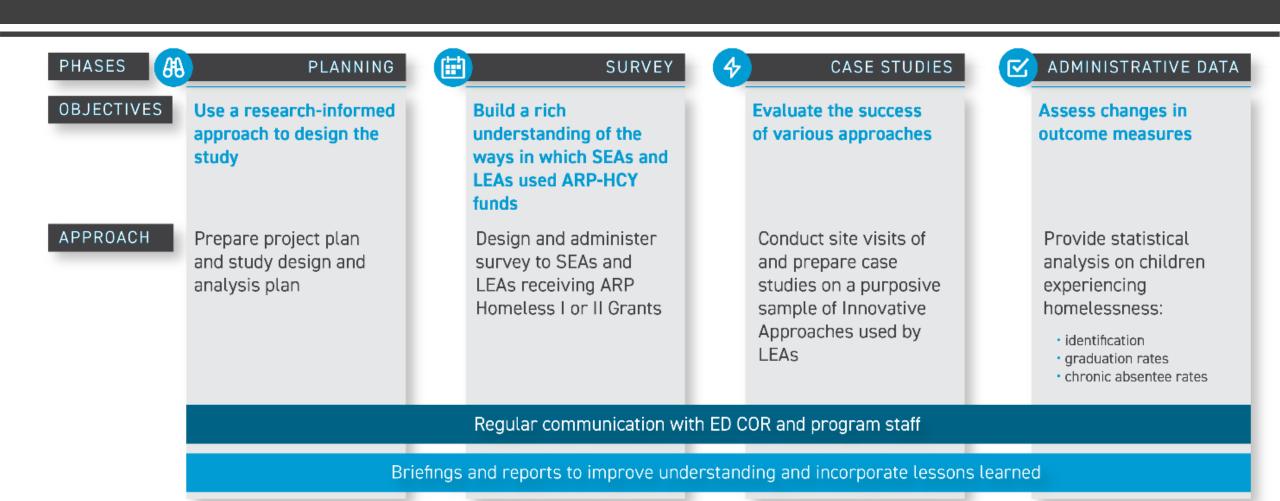
Study Goal: Examine ways in which SEAs and LEAs have used ARP-HCY funds to better identify and support children experiencing homelessness.

Research Questions:

- 1. How have SEAs and LEAs approached the distribution of ARP-HCY funds?
- 2. Which approaches have been effective/successful in improving the capacity of SEAs and LEAs to:
 - Identify children experiencing homelessness?
 - Support better educational outcomes in children experiencing homelessness?
- 3. What are the characteristics of the CBOs who partnered with LEAs or SEAs to administer ARP-HCY-funded programs?
- 4. What remaining pandemic recovery needs do SEAs and LEAs have with respect to identifying and supporting children experiencing homelessness?

Points of Contact: 2M Research; Project Director: Emily Brimsek; Survey Director: Paul Ruggiere

Study Purpose and Design



State Coordinator Role and Timeline



Sep.-Nov. 2022

Survey was developed in consultation with ED and pilot tested with 3 **State Coordinators**



Apr.-May 2023

Survey will be administered to all **State Coordinators**

- Approx. 30 questions
- Approx. 30 min completion time
- Goal of 100% response rate



Apr.-June 2023

State coordinators support recruitment for LEA survey

Undergoing public comment and OMB clearance for administration

Nov. 2022 – Apr. 2023

A state-representative sample of LEA liaisons will all be surveyed

- Approx. 30-35 questions
- Approx. 35 min completion time
- Goal of 90% or greater response rate

Apr.-June 2023

Selection of 5 to 9 study sites for qualitative study

Sep. 2023





Design and Impact Evaluation to Increase Participation in Education for Homeless Children and Youth (EHCY) Program

March 9, 2023

In person:

Ken Shores

kenneth.shores@gsa.gov

Mary Clair Turner

maryclair.turner@gsa.gov

Online:

Amanda Girard

amanda.girard@gsa.gov

Oded Gurantz

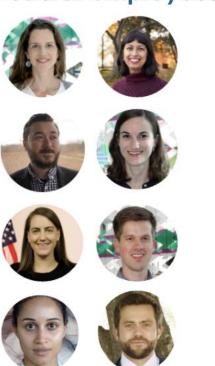
oded.gurantz@gsa.gov



Who is the Office of Evaluation Sciences (OES)?

OES is a team of interdisciplinary experts that work across the federal government to help agencies build and use evidence.

Federal employees Fe



Fellows and academic affiliates



Rapid and Rigorous Evaluations

OES is based at the United States General Services Administration (GSA).

OES is initiating a portfolio of 10 rapid evaluation—free technical assistance in program design and evaluation—in support of the Administration's efforts to learn what works to support equitable delivery of the American Rescue Plan.



Past Evaluation: Identifying Students for the EHCY Program



Target priority outcomes

- Many children experiencing homelessness have not been identified and do not receive EHCY services
- Partnered with the U.S. Department of Education, New Jersey, New Mexico, and New York



Translate behavioral insights

 We simplified email communications to help homeless liaisons and superintendents identify more students experiencing homelessness in their districts and schools



Measure impact

- LEAs sent emails identified 3.62 more students experiencing homeless (a 12 percent increase)
- 3,000 additional students experiencing homelessness identified

OES is looking for new state partners to increase LEA receipt of EHCY program funds

What is the problem?

- Nearly 500K children and youth experiencing homelessness attend schools in districts without EHCY program funds
- In half of US states, at least 20% of students experiencing homelessness are in districts that don't receive funds
- ARP II to be spent by September 2024, with reversion to only EHCY funding in FY 2024

What is OES offering?

- OES is offering free technical assistance to interested states
- Build evidence on what low-cost strategies increase LEA participation in EHCY

What are we asking?

- Work with us to understand LEA-level barriers to participation in EHCY
- Work with us to learn what strategies increase LEA participation in EHCY

If you'd like more information or want to meet with us:

- ☐ Catch us after the talk or express interest in the chat!
- ☐ Email: kenneth.shores@gsa.gov
 - maryclair.turner@gsa.gov
- ☐ Sign up to learn more: https://tinyurl.com/pjwjkdwn





Breakout Session 1

- 1. ARP-HCY Sustainability 101 (Capital View Room)
- Determining the Effectiveness of LEA Professional Development (Valor Room)



ARP-HCY Sustainability 101

- What do we mean by sustainability?
- What's the timeline to spend funds?
- What are some good examples?



Sustainability

- Ability to be maintained at a certain rate or level
- Process(es) by which something is kept at a certain level
- Something that fosters longevity
- Involves actions that are continual, continuous, viable, feasible, supportable, and unceasing



Timeline for Obligating and Drawing Down ARP-HCY Funds



This timeline is explained in more detail on the Department of Education's ARP-HCY FAQ webpage!



Resources for Blending Funds

Braiding Funding: A Tool for States and Local Communities

- Resource provides definitions braiding, blending, and layering funding
- Identifying funding streams using fiscal mapping
- Identifying eligible populations and fiscal restraints of funding streams and aligning requirements
- Developing shared goals and collaboration

Braiding and Blending Funds: Learning, Collaborating, and Understanding

Provides ideas on braiding and blending funding and additional resources

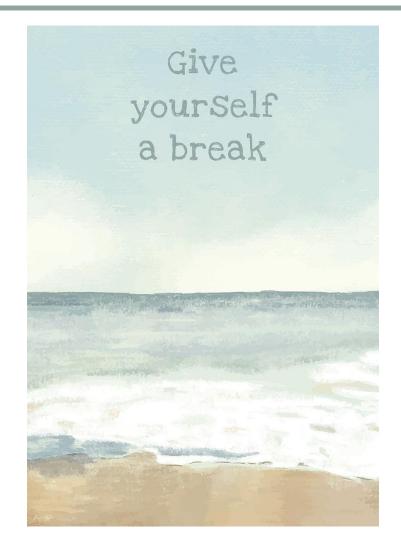


Panel Discussion Questions

- What criteria are you or your LEAs using to choose the projects to sustain?
- What resources have you or your LEAs considered to sustain the ARP-HCY initiatives?
 - For example:
 - Philanthropy, e.g., foundations
 - State or federal funds
 - Other funding streams outside of the SEA/LEAs
- What are your LEAs doing to sustain their ARP-HCY initiatives?
- What resources on sustainability would be helpful to you?



Afternoon Break





Breakout Session 2

- 1. ARP-HCY Sustainability 101 (Capital View Room)
- 2. Determining the Effectiveness of LEA Professional Development (Valor Room)



End of the Day Activity - Jamboard





Enjoy your evening







Day 3



Program Administration

Agenda – Friday, March 10, 2023 Program Administration

- State Coordinator of the Year Antiqua Hunter (LA)
- Fun Activity
- Create an Action Plan on your own or with others
- Share highlights of action planning
- Wrap up and adjourn



Primary Roles & Responsibilities of the State Coordinator

4a - Collaborate with Special **Education &** Early Child Intervention & Preschool **Programs**

1 - Publish program information & data related to **EHCY**

4d – Make available LEA liaison information

Technical Assistance & Training/PD

DATA

driven

decision

making

5a - Provide technical assistance to **LEAs**

6 - Provide PD to assist LEAs with identifying & serving students

7 - Response to questions from parents & guardians

> 3 - Collect & submit data for Federal reporting

2 – Complete Needs Assessment, develop and carry out the **State Plan** (part of ESSA Consolidate Plan)

Grant Management **Administration** & Reporting

Develop, Distribute & Manage **EHCY & ARP-HCY**

Subgrants & State Funds

> SC Duties Appendix B-1

Awareness & Collaboration

4b- Collaborate with state agencies & service providers

4c - Collaborate with emergency housing providers

4e -Collaborate with communitybased organizations & parent

5b – Conduct program groups monitoring of LEAs

> **Monitor Fiscal Oversight**

Monitoring & Program **Improvement**

Ensure that the State is following the law:

- Free Appropriate **Public Education** (FAPE)
- Remove barriers for full-participation
- Review & revise **Policies**
- Access to all eligible services

LOUISIANA DEPARTMENT OF EDUCATION

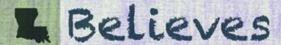


State Coordinator of The Year Remarks State Coordinator Meeting-DC February 13, 2023

Presenter: Dr. Antiqua Hunter Louisiana State Homeless Coordinator

Objectives

- ☐ Share Louisiana's State Coordinator journey to State Coordinator of the Year
- ☐ Educate Coordinators on processes implemented and outcomes achieved



Louisiana Department of Education Beliefs and Priorities

Louisiana Believes...



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



Graduates must be ready



Our future is bright

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

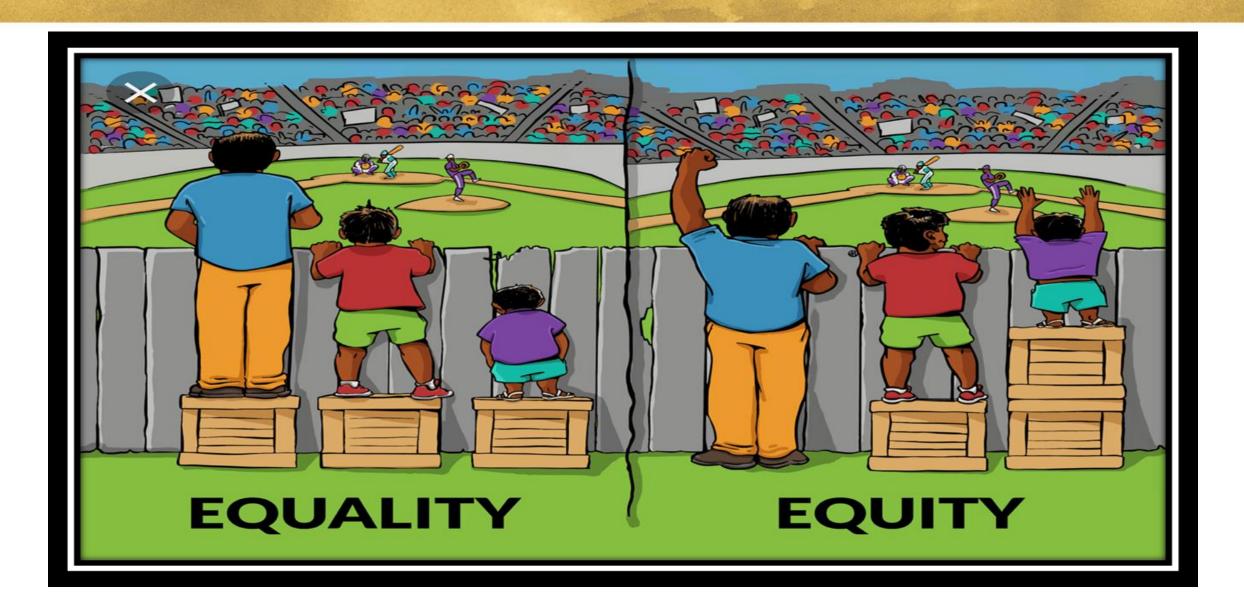


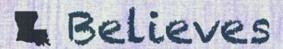


2021-2022 LEAP 2025 Assessment Results Percent of Tests Scoring Mastery and Above for Subgroups Combining ELA, Math, Science and Social Studies

| School System Code | School System Name | Subgroup | 2021 % Mastery+ Grades 3-8 | 2022 % Mastery+ | Mastery+ | 2021 % Mastery+ Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology | 2022 % Mastery+ Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology | 2021-2022 % Mastery+ Change Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology |
|--------------------------|---------------------|------------------|----------------------------------|--------------------|----------|---|---|---|
| LA | Louisiana Statewide | Total Population | 29 | 31 | 2 | 30 | 31 | 1 |
| LA | Louisiana Statewide | Homeless | 16 | 18 | 2 | 16 | 19 | 3 |







The Journey 2018-Current

Advocacy...Professional Development... Partnerships...Collaboration

Learn the Role

- 1. Educate myself (attend PD, read, talk to past Coordinators)
- 2. Surveyed Liaisons for needs and knowledge
- 3. Established Structure and Relationships



Professional Development

- 1. Liaisons
- 2. Federal Program **Directors**
- 3. Child Welfare Attendance Directors
 - 4. Counselors

(Summer, Fall, Regional, on call)



Accountability

- (planning worksheets,
- to drive desired action
- 3. Challenged Liaisons to move beyond school supplies & backpacks



Recognition

- 1. Liaison of the Year Award
 - 2. Share Data
- 3. Spotlight Programs during Webinars
- 4. Established a Homeless Advisory Council



Partnerships/ **Innovation**

- 1. Data Team for better Homeless Data Dashboard
- 2. Migrant, English Learners & PAFE Coordinators
- 3. Continuum of Care
- 4. Covenant House
 - 5. Chase Bank
 - 6. PIT Counts





Peaks, Valleys & Next Steps

| Challenges | Bright Spots |
|------------------------------|---------------------------------------|
| Capacity at SEA Level | Work with a dedicated Team & Council! |
| Turnover of Liaisons in LEAs | Freedom to expand and explore! |
| New: Spending the Funding | See the return on our investment! |
| | New: Partnerships and Collaborations |

Next Steps: Build Team at SEA level, Continue working on sustainability plan & increase student voice.



Advice

Stay Focused! Don't be afraid to reinvent the program!



Who's Next?





Louisiana Department of Education

Dr. Antiqua Hunter

State Homeless Coordinator

antiqua.hunter@la.gov

or

Laverne Dunn

State Homeless Consultant

laverne.dunn@la.gov

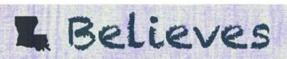


Examples of Forms

| 2022-2023 Homeless Liaison Planning Worksheet | | | | | |
|--|----------------------------|---|---|--|--|
| | <u>C</u> | Oue October 6, 2022: email to Laverne.dunn@la.gov | | | |
| | ss Liaison POC ormation | Select all the funding streams that will be utilizing during the 2022-2023 school year: | g to service homeless children and youth | | |
| | | McKinney Vento Subgrantees ONLY | All other LEAs | | |
| LEA Name | | ☐ Title I set aside \$ | ☐ Title I set aside \$ | | |
| Person Name Submitting Form | | McKinney Vento Subgrantee Allocation \$2022-2023 award \$carryover from 2021-2022 | ARP Homeless II \$balance | | |
| Position | | ARP Homeless I | □ Other \$ | | |
| Email address | | ARP Homeless II | | | |
| Contact Number | | Total amount of funding used to service Homeless Children: \$ | Total amount of funding used to service Homeless Children: \$ | | |

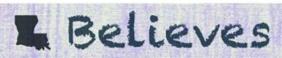
| √ | McKinney Vento Authorized Activities 42 U.S.C. 11433(d) | ✓ | McKinney Vento Authorized Activities 42 U.S.C. 11433(d) | ✓ | ARP Homeless I or II |
|----------|--|---|---|---|---|
| | tutoring, supplemental instruction, and enriched educational service | | by the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school | | providing wraperound services (which could be provided in collaboration with and/or through contracts with community-based organizations, and could include academic supports, trauma-informed care, social-emotional support, and mental health services) |
| | expedited evaluations of the strengths and needs of homeless children and youths, | | (10) education and training to the parents and guardians of homeless children and youths about the rights of, and resources available | | purchasing needed supplies (e.g., PPE, eyeglasses, school supplies, personal care items) |
| | Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity | | development of coordination between schools and agencies providing services to homeless children and youths | | providing transportation to enable children and youth to attend classes and participate fully in school activities |
| | Referral services to homeless children and youths for medical, dental, mental, and other health services. | | 12) provision of specialized instructional support services (including violence prevention counseling) and referrals for such services | | purchasing cell phones or other technological devices for unaccompanied youth to enable the youth to attend and fully participate in school activities; |
| | 5) assistance to defray the excess cost of transportation | | 13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems. | | 5) Providing access to reliable, high-speed internet for student through the purchase of internet-connected devices/equipmen mobile hotspots, wireless service plans, or installation of community Wi-Fi Hotspots (e.g., at homeless shelters), especially in underserved communities. |
| | developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children | | 14) The adaptation of space and purchase of supplies for any non-school facilities | | 6) Pay for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities (including summer school). |
| | 7) services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school | | 15) The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations. | | |
| | 8) before- and after-school, mentoring, and summer programs | | 16) other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities | | |

| _ | | |
|--|-------|---------------------|
| Par | •• | |
| Directions: Below are the homeless liaison duties that are outlined in the | | e this worksheet to |
| identify how you will address each of the required duties throughout the | year. | |
| Description of Duty: | How? | When? |
| Ensure homeless children and youth are identified by school personnel | | |
| through outreach and coordination with other entities and agencies. | | |
| 2. Ensure homeless children and youth are enrolled and have full and equal | | |
| opportunity to succeed in school. | | |
| 3. Ensure homeless families, children and youth receive educational services | | |
| for which they are eligible, including Head Start, early intervention (IDEA Part | | |
| C), and preschool programs administered by the LEA. | | |
| 4. Ensure homeless families, children, and youth receive referrals to health, | | |
| dental, mental health, housing, substance abuse, and other appropriate | | |
| services. | | |
| 5. Ensure parents and guardians are informed of the educational and related | | |
| opportunities available to their children and are provided with meaningful | | |
| opportunities to participate. | | |
| 6. Ensure public notice of homeless students' rights is disseminated in | | |
| locations frequented by parents, guardians and unaccompanied youth, | | |
| including schools, shelters, libraries and soup kitchens, in an understandable | | |
| manner and form. 7. Ensure enrollment disputes are mediated. | | |
| 7. Ensure enrollment disputes are mediated. | | |
| 8. Ensure parents, guardians and unaccompanied youth are informed of and | | |
| assisted in accessing transportation services, including transportation to the | | |
| school of origin. | | |
| Ensure school personnel providing McKinney-Vento services receive | | |
| professional development and other support. | | |
| 10. Ensure unaccompanied youth | | |
| are enrolled in school; | | |
| have opportunities to meet the same challenging academic standards as | | |
| other children and youth, including through receiving partial credits; | | |
| and are informed of their status as independent students for the FAFSA and | | |
| receive verification of that status. | | |



Agenda for Fall State Conference

| 8:00-8:3 | 8:00-8:30AM | | Registration | | | | | |
|---------------|----------------|--|--------------------------------|---------------------------------------|--|---------------------------------------|---|--|
| 8:30-9:30AM | | Welcome Address St Recognition & Celebrations Book Share 2021-2022 Outcomes Ex Discuss Schedule for the Day Ro | | | Dr. Antiqua Hunter State Homeless Coordinator Bernell Cook Executive Director Federal Support & Grantee Relations Laverne Dunn State Homeless Consultant | | | |
| Room Loc | Room Locations | | Thomas Jefferson A 1-136 | Thomas Jefferson B 1-136 | | lowa 1-153 | Marbois Rm 1-137 | |
| 9:40-10:40am | Rotation 1 | PAFE Updates | Budgets | Monitoring | | Mental Health/Domestic Violence | English Learners | |
| 10:50-11:50am | Rotation 2 | Homeless Updates | Be Engaged Bot | Monitoring | | Migrant/ Foster Care | Budgets | |
| 11:50-12:45pm | | | Lunch On Your O | wn (LDOE | Claiborne | Café) | | |
| 12:45-1:45pm | Rotation 3 | Monitoring | Be Engaged Bot | Self-Care | | Migrant/Foster Care | English Learners | |
| 1:55-2:55pm | Rotation 4 | Homeless Updates | Be Engaged Bot | Mental Health/Domestic Violence | | Migrant/Foster Care | English Learners | |
| 3:05-4:05pm | Rotation 5 | PAFE Updates | Budgets | Mental Health/Domestic Violence | | Self-Care | Homeless Advisory Council Peer to Peer Networking Session | |
| 4:10-4:30pm | | Closing Session Next Steps Question & Answer Evaluation | | | | | ua Hunter e Dunn | |



DRAFT AGENDA

Final Agenda will be available March 3rd

Draft Agenda

| | Thursday, | March 28, 2023 |
|-----------------|-----------------------------------|---|
| 8:00am-8:30am | Registration | |
| 8:30am-9:45am | General Session | TBD |
| | Greetings, Introductions, Keynote | · |
| | Speaker | |
| 10:00am-11:00am | Breakout Session (Rotation 1) | Session #1- McKinney Vento Session |
| | | Session #2- Diversity Training |
| | | Session #3- Lived Experiences |
| | | Session #4- Mental Health |
| | | Session #5- LPB Ready to Learn Family PD (full day session) |
| 11:00-12:30noon | Lunch | on your own |
| 12:40-1:40pm | Breakout Session (Rotation 2) | Session #1-Mental Health |
| | | Session #2-McKinney Vento Session |
| | | Session #3-Diversity Training |
| | | Session #4- Lived Experiences |
| | | Session #5- LPB Ready to Learn Family PD (full day session) |
| 1:502:50 | Breakout Session (Rotation 3) | Session #1- Human Trafficking |
| | | Session #2- Youth Oasis |
| | | Session #3-PAFE Session |
| | | Session #4- Budgeting/ Planning |
| | | Session #5- LPB Ready to Learn Family PD (full day session) |
| 3:00-4:00pm | Breakout Session (Rotation 4) | Session #1- Human Trafficking |
| | | Session #2- Youth Oasis |
| | | Session #3-PAFE Session |
| | | Session #4- Budgeting/ Planning |
| | | Session #5- LPB Ready to Learn Family PD (full day session) |
| 4:10-4:30pm | Wellness Activity | |

| | Friday, March 29, 2023 | | | | | |
|-----------------|-------------------------------|---|--|--|--|--|
| 8:30am-9:00am | General Session | TBD | | | | |
| | Keynote Speaker | | | | | |
| 9:15am-10:15am | Breakout Session (Rotation 1) | Session #1- McKinney Vento 101 (new liaisons only) | | | | |
| | | Session #2- PAFE Session (Caddo Parish) | | | | |
| | | Session #3- Family Resource Group | | | | |
| | | Parent Pro Tech | | | | |
| | | Session #4- Child & Welfare Attendance | | | | |
| | | Session #5- LPB Ready to Learn Family PD(full day session) | | | | |
| 10:20am-11:20am | Breakout Session (Rotation 2) | Session #1- MV Council Networking | | | | |
| | | Session #2- PAFE (Caddo Parish) | | | | |
| | | Session #3- Family Resource Group | | | | |
| | | Parent Pro Tech | | | | |
| | | Session #4-Child & Welfare Attendance | | | | |
| | | Session #5- LPB Ready to Learn Family PD (full day session) | | | | |
| 11:30-12:00noon | Closeout | | | | | |

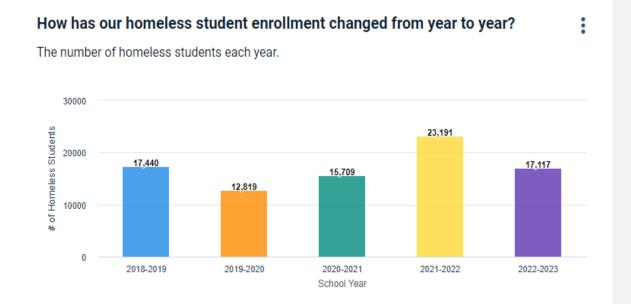


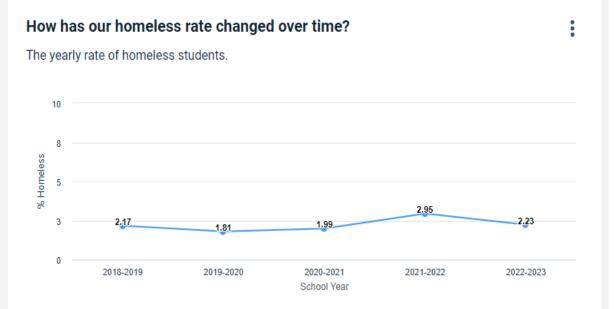
Homeless Data-EdLink

February Student Count Snapshot will be taken on February 17th

Last date to update will be February 16th

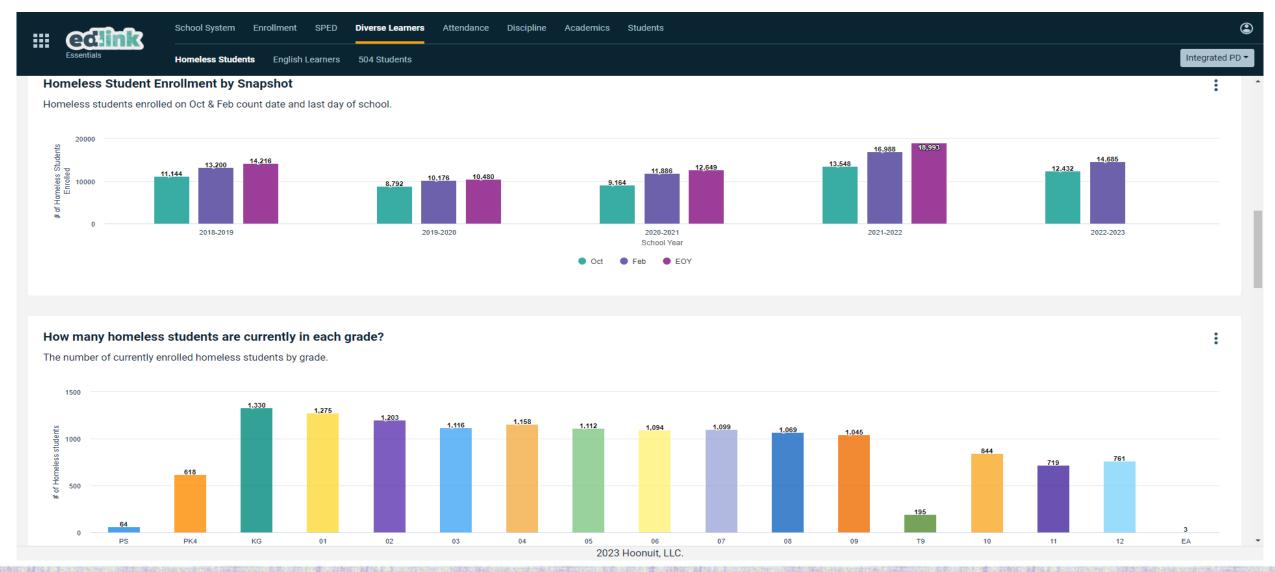






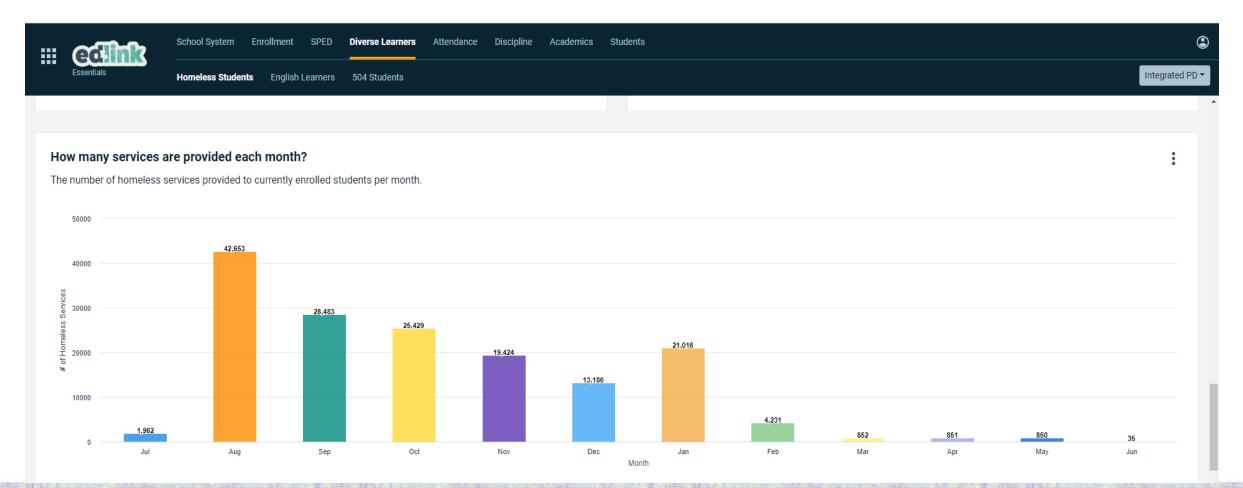
Hurricanes...Category 2 & Up= Aug. 2020 Laura---- Aug. 2021 Ida-

Homeless Data



Homeless Data Services

Reminder: Only input student services during month serviced





Homeless Liaisons of the Year Nominations

2018-2019 Ayesha Buckner Orleans Parish 2019-2020
Dr. Amy Fontenot
Lafayette Parish

2020-2021
Carolyn Toups
Calcasieu Parish

2021-2022 Quentina Brown Lafourche Parish *National HLY











Who's Next?



General Session: Activity







Hollywood is calling...

The scene: A major motion picture studio has just called you. They're tired of the same old, same old superhero movies that keep getting cranked out. They've decided instead to focus on real life superheroes. They've reached out to you, a group of state coordinators, to be subject matter consultants to ensure the picture is realistic ... but it is still Tinseltown, so the heroes must display all the qualities, skills, charm, and cool tools that we know and love in our A-list heroes.

The task: Use your team's Jamboard to design and draw your superhero prototype.

Action Planning





Action Plan

| Action Steps | Timeline | Person Responsible | Resources Needed | Data (needs, to |
|--------------|----------|--------------------|-------------------|-----------------|
| | | | (time, materials, | leverage, etc.) |
| | | | funding, etc.) | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Action Planning Activity - Instructions

 Using the sample action plan provided on Wednesday and notes taken throughout our time together, create an action plan for how you will administer your homeless education program



Action Planning Activity - Guiding Questions

- What are the goals of your program?
- Who is involved in the implementation?
- What existing data can you leverage?
- What data is missing and where can you obtain it?
- What are the action steps needed to accomplish the goal?
- Are there resources needed to accomplish the goal (e.g., funding, etc.)?



Action Planning Report Out

- What have you learned that helped you with planning?
- Are there areas where you still struggling?
- Do you need help from NCHE or another state coordinator?



Wrap Up and Adjourn





Congratulations – You made it!





Contact Us

NCHE Helpline

General inquiries: homeless@serve.org

or 800-308-2145

Data inquiries: <u>HCYdata@serve.org</u>

US Dept of Education

General inquiries: <u>HomelessEd@ed.gov</u>

